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ABSTRACT

This survey is the second revision of a study first conducted in 1967. Information was collected from a survey of certification bulletins from each of the state departments of education. The information and its format have been checked by the various states for accuracy. Following the certification requirements, the author has included a section on trends and projections where he compares certification requirements in 1976 with those found during the two previous surveys, and analyzes future trends. (Author/HMV)

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COUNSELOR CERTIFICATION REQUIREMENTS

FOR THE FIFTY STATES OF THE UNITED STATES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Fred J. Vogel
University of New Orleans
June 1, 1976

CG011070

FOREWORD

This survey, Counselor Certification Requirements for the Fifty States of the United States is the second revision of a study first conducted in 1967. Many reasons may be given for making this revision. However, three seem most important.

1. Counselor certification requirements are apparently in a constant state of flux, which makes current states important, not only to individuals seeking certification, but to certifying bodies studying their own requirements.

2. Trends in certification requirements make implicit demands on counselor training programs.

3. Awareness of changes and trends are important catalysts in developing and conducting research germane to the training and practice of counseling as a profession.

Information in this bulletin concerning the requirements for counselor certification in the fifty states of the United States was collected from a survey of certification bulletins from each of the state departments of education. The information and its format have been checked by the various states for accuracy. Appreciation is sincerely expressed for the cooperation received from each of the certifying officers involved in the survey.

Fred J. Vogel
Professor of Education
University of New Orleans
New Orleans, Louisiana

TABLE OF CONTENTS

Alabama 1
Alaska 2
Arizona 3
Arkansas 4
California 5
Colorado 6
Connecticut..... 7
Delaware 8
District of Columbia 9
Florida 11
Georgia 12
Hawaii..... 13
Idaho 14
Illinois 15
Indiana 16
Iowa 18
Kansas 19
Kentucky 20
Louisiana 21
Maine 22
Maryland 23
Massachusetts 24
Michigan 25
Minnesota 26
Mississippi 27
Missouri 28
Montana 30
Nebraska 31
Nevada 32
New Hampshire 33
New Jersey 34
New Mexico 36
New York 38
North Carolina 39
North Dakota 40
Ohio 41
Oklahoma 43
Oregon 45
Pennsylvania 46
Rhode Island 47
South Carolina 48
South Dakota 51
Tennessee 52
Texas 53
Utah 54
Vermont 55
Virginia 56
Washington 57
West Virginia 58
Wisconsin 59
Wyoming 62

ALABAMA

Certification Officer
State of Alabama
State Department of Education
Montgomery, Alabama 36130

* Two certificates are offered. (Class A and Class AA)

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

Two years

Other Work Experience

None

Credit Hours in Guidance

Eighteen graduate semester hours

Supervised Guidance Experience

None

Course Work

1. Philosophy, Organization and Administrative Relationships of Guidance Services
2. Appraising, Assessing, and Understanding the Individual
3. Individual counseling
4. Educational and Occupational Information
5. Group Guidance Procedures

* Above requirements are for a Class A Certificate.
Class AA Certificate requires, in addition to the above, thirty (30) semester hours of graduate work in Guidance including supervised practice in a school environment.

ALASKA

Division of Education Program Support
Department of Education
State Office Building - Pouch F
Juneau, Alaska 99811

Counselor Certification Requirements are summarized as follows:

Have completed either Plan 1 or Plan 2.

Plan 1:
(a) completion of an approved teacher education program;
(b) has a bachelor's degree;
(c) has the recommendation (endorsement) from the preparing institution; and
(d) has residency credit (that is, six or more hours of credit earned within the five year period prior to application).

Plan 2:
(a) completed a comparable program in another state;
(b) is recommended by the preparing institution;
(c) has residency credit.

NOTE: There is also a $30.00 application fee and additional explanations and stipulations in the state's printed materials on the subject of certification.

ARIZONA

Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

Three years

Other Work Experience

Two years of approved clinical and/or work experience may be accepted in lieu of the prescribed amount of teaching experience.

Credit Hours in Guidance

Any one of the following:

1. Completion of an approved program in guidance and counseling personnel.
2. Possess a Master's Degree and have completed as a part of that program at least thirty (30) semester hours of specialization in guidance and counseling course experience.
3. Possess a Master's Degree and have completed, in addition to that degree, at least twenty-four (24) semester hours of specialization in guidance and counseling coursework.

Supervised Guidance Experience

None

Course Work

Not specified

ARKANSAS

Director, Counselor Certification
Department of Education
State Capital Mall
Little Rock, Arkansas 72201

Certification

Six-year elementary or secondary teaching certificate

Degree

Master's in Guidance

Teaching Experience

Two years

Other Work Experience

One year

Credit Hours in Guidance

Twenty-one graduate semester hours

Supervised Guidance Experience

None

Course Work - Minimum three (3) semester hours in each of the following areas:

1. Principles and Practices of the Guidance program
2. Analysis of the Individual
3. Occupational and Educational Information
4. Counseling Techniques
5. Organization and Administration of the Guidance program
6. Group Procedures in Guidance
7. Supervised practice in Counseling. Remaining hours shall be selected from minimum of two of the following related areas:

    A. Guidance
    B. Statistics
    C. Research
    D. Educational Philosophy

CALIFORNIA

Chief of Teacher Preparation
Commission for Teacher Preparation
and Licensing
1020 "O" Street, Room 222
Sacramento, California 95814

School counselors are licensed under the broad category of Pupil Personnel Services; under the Ryan Act (enacted in 1970) there is no distinction between any of the pupil personnel workers except that the school psychologist must have the (basic) pupil personnel authorization (or be eligible for it) in order to obtain the school psychologist authorization. In California, then, all pupil personnel workers under the Ryan Act are licensed under the one credential authorization, except as noted previously for the school psychologist.

There are certain basic minimum competencies required for this pupil personnel credential. No one shall be allowed to function as a pupil personnel worker with less than the full clear credential. The competencies are as follows:

1. Can help facilitate human development (like in promoting understanding of and respect for individual differences; in diminishing prejudices; in having knowledge of remedial and developmental techniques; and in having knowledge of professional, individual, and group counseling techniques).

2. Has acquired institution-oriented methods for facilitating the student's human development (like in understanding learning and development theories; demonstrating knowledge of the sociological foundation, structure of the educational system and laws relating to minors to implement the mutual adjustment of the student and the school; and interpreting individual performance differences relating to the availability of curriculum offerings which facilitate success for students).

3. Has acquired knowledge of and the ability to use assessment techniques.

4. Has cross-cultural awareness.

5. Has knowledge of career development (like in knowledge of occupational and career trends, information, and does use cultural and/or sex stereotypes in these).

6. Has knowledge of and can use research and "current development".

In addition to the competencies above, candidates should have had a supervised practicum. During the practicum, certain other specified competencies should have been acquired.

COLORADO

Colorado Department of Education
Division of Counseling and Guidance
State Office Building
201 East Colfax Avenue
Denver, Colorado 80202

Certification

State Teacher's Certificate with Counselor endorsement

Degree

Master's in Guidance

Teaching Experience

Two years

Other Work Experience

One year desirable

Credit Hours in Guidance

Thirty graduate semester hours

Supervised Guidance Experience

Practicum

Course Work

1. Study of the Individual
2. Study of Environment in Guidance
3. Educational - Occupational Information
4. Counseling Techniques
5. Organization and Administration of Guidance services
6. Group Guidance Techniques
7. Counseling Practicum

CONNECTICUT

Coordinator, Pupil Personnel and
Special Educational Services
Connecticut State Department of Education
Post Office Box 2219
Hartford, Connecticut 06115

Certification

School Counselor's Certificate

Degree

Master's

Teaching Experience

Three years or one (1) year school internship

Other Work Experience

One year

Credit Hours in Guidance

Provisional Certificate: Thirty (30) semester hours
Standard Certificate: Forty-five (45) semester hours including those earned for the provisional certificate

Supervised Guidance Experience

Practicum; Internship (when substituted for teaching experience)

Course Work

1. Principles and Philosophy of Pupil Services
2. Psychological and Sociological Theory as related to children and youth
3. Career Development Theory and Practice
4. Individual and Group Counseling Procedures
5. Organizational Patterns and Relationship of Pupil Services to total School programs and community
6. Pupil Appraisal and Evaluation Techniques

DELAWARE

State Department of Public Instruction
Division of Teacher Education and
Professional Standards
John G. Townsend Building
Dover, Delaware 19901

Certification *

State Teacher's Certificate at the level he will counsel

Degree

Master's in Guidance in Elementary or Secondary as applicable or a Master's in any field with appropriate course work.

Teaching Experience

Elementary - three years or two years teaching and one year supervised internship

Secondary - three years or two years teaching and one year supervised internship or three years appropriate work experience

Credit Hours in Guidance

Thirty (30) graduate semester hours

Supervised Guidance

One year of internship

Course Work

1. Principles and Practices of the Guidance Program
2. Tools and Techniques in Counseling
3. Counseling Theory and Interviewing
4. Organization and Administration of the Guidance Program
5. Career Information
6. Testing and Analysis
7. Supervised Practicum and Internship

* Limited certification issued for three years to allow completion of requirements for Standard Certificate.

DISTRICT OF COLUMBIA

Public Schools of the District of Columbia
Office of State Administration
The Presidential Building (1207)
415 Twelfth Street, N.W.
Washington, D. C. 20004

Certification

State Counselor's Certificate

Degree

Master's in Guidance or a Master's degree supported by 30 semester credits in specified guidance courses

Teaching Experience

One year of successful experience may be offered in lieu of the practicum experience in guidance.

Other Work Experience

None

Credit Hours in Guidance

Thirty semester hours

Supervised Guidance Experience

Practicum in guidance setting or one year of successful teaching, counseling, pupil personnel work, or appropriate experience in business or industry, acceptable to the Chief Examiner.

Course Work

1. Pupil Assessment
2. Principles of Guidance
3. Techniques of Guidance
4. Vocational Information
5. Group Counseling
6. Organization and Administration of guidance services
7. Mental hygiene
8. Human Relations
9. Rehabilitation counseling (for special schools only)

Six (6) hours in courses listed below are required:
Not less than three (3) semester credits in the following:

1. Principles and Problems of Elementary School Guidance
2. Counseling the Disadvantaged
3. Case Study Techniques
4. Sociology of Urban Youth

Not less than three (3) semester credits in the following:

1. Child, Adolescent, Developmental, Social, or Abnormal Psychology
2. Group Dynamics
3. Urban Youth
4. School and Community
5. Sociology

FLORIDA

Administrator of Student Services
Department of Education
Tallahassee, Florida 32304

Certification

State Teacher's Certificate

Degree

Master's in Guidance or Master's in another field

Teaching Experience

That required for Post Graduate or advanced Post Graduate teacher certification

Other Work Experience

None

Credit Hours in Guidance

Major in Guidance or twenty-one (21) semester hours including course work below

Supervised Guidance Experience

Practicum

Course Work

1. Three (3) semester hours in one of the following:
   Principles, philosophy, organization or administration of guidance
2. Six (6) semester hours in principles and procedures of testing including credit in psychological testing
3. Three (3) semester hours in learning and personality theory
4. Three (3) semester hours in occupational and educational information
5. Six (6) semester hours in counseling including three (3) semester hours in supervised practice in counseling

GEORGIA

Office of Instructional Services
Division of Teacher Education and Certification
Department of Education
State Office Building
Atlanta, Georgia 30334

Certification

"T-4" Teaching Certificate

Degree

Master's or equivalent

Teaching Experience

Three years or two years and one year approved work experience
A provisional certificate may be obtained without teaching experience.

Other Work Experience

None

Credit Hours in Guidance

Forty-five quarter hours or completion of Master's level guidance program from an NCATE approved counselor education program.

Supervised Guidance Experience

None

Course Work

The following areas:

1. Educational Psychology or Sociology
2. Curriculum, Methods or Problems of Teaching
3. Twenty-five quarter hours in guidance and counseling
4. Five quarter hours in research

HAWAII

State of Hawaii
Department of Education
Office of Personnel Services
Post Office Box 2360
Honolulu, Hawaii 96804

Certification

None

Degree

Master's with a designated major in counseling and guidance or thirty semester hours of course work beyond the bachelor's

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

Thirty (30) semester hours

Supervised Guidance Experience

One year or a practicum (designed to provide adequate experience in school counseling and guidance)

Course Work

1. Individual Counseling Theory and Procedures
2. Group Counseling Theory and Procedures
3. Pupil Personnel Services, Concepts and Procedures
4. Measurement Theory and Procedures
5. Dynamics of Individual Behavior
6. Dynamics of Group Behavior
7. Educational and Career Planning
8. Practicum

IDAHO

Consultant, Pupil Personnel Services
State of Idaho
Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

Two years

Other Work Experience

None

Credit Hours in Guidance

Eighteen semester hours of which twelve must be taken at the Graduate level.

Supervised Guidance Experience

Practicum

Course Work

Required Courses:

1. Principles and Practices of Guidance Services
2. Counseling Techniques
3. Supervised Counseling Practicum

Recommended Courses:

1. Organization and Administration of Guidance Services
2. Organization and Educational Information
3. Analysis of the Individual

ILLINOIS

Pupil Personnel Services
100 North First Street
Illinois Office of Education
Springfield, Illinois 62777

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

Thirty-two (32) semester hours

Supervised Guidance Experience

Practicum

Course Work

1. Principles and Techniques of Guidance
2. Appraisal Techniques
3. Human Growth and Development
4. Principles and Practices in Counseling
5. Occupational, Educational, Personal, and Social Information
6. Mental Hygiene and/or Personality Dynamics
7. Practicum

INDIANA

Division of Pupil Personnel Services
Department of Public Instruction
Counseling and Guidance Services
120 West Market Street - 10th Floor
Indianapolis, Indiana 46204

I. School Services Personnel Certificate, Provisional Endorsement for School Counselor

Certification

State Teacher's Certificate, Professional Teacher Certification

Degree

Master's of Education

Teaching Experience

Three years

Other Work Experience

None

Credit Hours in Guidance

Eighteen (18) semester hours of graduate credit

Supervised Guidance Experience

Practicum

Course Work

1. Principles and/or Philosophy of Guidance
2. Techniques of Individual Counseling Theory and Practice
3. Career Development and Information
4. Assessment, Interpretation, and Diagnosis of the Individual and Group Testing
5. Group and/or Family Counseling
6. Guidance Program Development, Management, and Leadership
7. Multi-cultural Awareness and Human Relations

II. Endorsement for Director of Guidance

Requirements same as above but must have Ed.S. or equivalent degree, or a higher degree, in guidance and counseling.

III. The School Services Personnel Certificate, Professional

A. Have a Master's Degree
B. Three years experience after provisional certificate is issued.
C. Complete 18 or more graduate semester hours in counselor education beyond the hours required for the standard certificate including four additional areas from the following:

1. Evaluation and Accountability
2. Consultation
3. Data Processing
4. Statistics
5. Research
6. Strategies for Developing and Expanding Human Potential

Chief, Guidance Services Section
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

Successful teaching experience

Other Work Experience

None

Credit Hours in Guidance

Approved program

Supervised Guidance Experience

Supervised guidance and counseling experience under the supervision of the institution granting the degree or actual experience recognized as the equivalent thereof by the institution.

Course Work

An approved program of study

KANSAS

State Department of Education
State Education Building
Guidance Section
120 East Tenth Street
Topeka, Kansas 66612

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

Two years (may substitute counseling experience)

Other Work Experience

None

Credit Hours in Guidance

Eighteen semester hours

Supervised Guidance Experience

Practicum

Course Work

Elementary School

1. Basic Concepts in Guidance
2. Educational Measurements
3. Child Study
4. Individual Intelligence Testing
5. Counseling Theory and Techniques
6. Development and Operation of Guidance Services
7. Practicum

Secondary School

1. Basic Guidance and Counseling course
2. Individual and Group Appraisal
3. Occupational, Educational, and Sociological Information and Observation
4. Counseling Theory and Techniques
5. Program Planning of Guidance Services
6. Practicum

KENTUCKY

Division of Guidance Services
Commonwealth of Kentucky
Department of Education
Frankfort, Kentucky 40601

Certification

State Teacher's Certificate

Degree

Master's *

Teaching Experience

One year (may substitute one year approved supervised internship)

Other Work Experience

None

Credit Hours in Guidance

Approved program

Supervised Guidance Experience

Practicum

Course Work

1. Philosophy and Principles of Guidance and Pupil Personnel Services
2. Organization and Administration of Guidance and Personnel Services
3. Appraisal, Assessment and understanding the Individual
4. Developmental Processes, Personality, and behavior change
5. Theories and Methods of Counseling
6. Career Development and Vocational Planning
7. Group Guidance Procedures
8. Practicum
9. Research

* Counselors are certified for either Elementary or Secondary counseling. The teaching certificate and the teaching experience must be at the level in which the applicant is seeking certification.

LOUISIANA

Supervisor, Bureau of Student Services
State Department of Education
Post Office Box 44064
Baton Rouge, Louisiana 70804

Certification

State Teacher's Certificate in Elementary or Secondary as applicable

Degree

Master's

Teaching Experience

Three years or two years and one year work experience in Elementary or Secondary as applicable

Other Work Experience

None

Credit Hours in Guidance

Twenty-one (21) semester hours

Supervised Guidance Experience

Practicum

Course Work

Elementary School

1. Principles and Administration of Elementary School Guidance
2. Analysis of the Elementary School Pupil
3. Counseling Theory and Practice
4. Orientation to the World of Work
5. Group Processes in the Elementary School
6. Elementary Practicum
7. Child Growth and Development

Secondary School

1. Principles and Administration of Guidance
2. Occupational and Educational Information
3. Analysis of the Individual
4. Vocational Guidance
5. Counseling Theory and Practice
6. Group Processes
7. Practicum

MAINE

Guidance Consultant
Department of Education
Department of Educational and
Cultural Services
Augusta, Maine 04330

-- Provisional (5 year) certificate --

Certification

Teacher's certificate or eligible for one.

Degree

Master's Degree

Teaching Experience

Two year

Other Work Experience

One year

Credit Hours in Guidance

Not specified

Supervised Guidance Experience

Supervised lab and practicum experience at appropriate level.

Course Work

Competencies related to the following:

1. Potential for developing effective relationship with people.
2. Adequate and appropriate full-time experience with pupils and others in the school and community.
3. A demonstrated understanding of the principles of human growth and development.
4. Understanding of basic educational philosophies and school curriculum patterns (in order to explain to others).
5. Understanding of the philosophies, organization, and professional activities related to the practice of school counseling on the part of its graduates.
6. Completion of lab and practicum at appropriate level.

NOTE: Besides the 5 year provisional certificate, there is also a one-year one which is for applicants with certain deficiencies.

MARYLAND

Maryland State Department of Education
Division of Counselor Certification
6510 Elkridge Landing Road
Post Office Box 8717
Linthueum, Maryland 21240

Certification

Standard Professional or Advanced Professional Certificate - Guidance Counselor

Degree

Master's in Guidance or course work specified below

Teaching Experience

Two year teaching or counseling experience

Other Work Experience

None

Credit Hours in Guidance

Not less than 30 semester hours graduate credit

Supervised Guidance Experience

Practicum

Course Work

1. Philosophy, Principles and Practices of Pupil Services
2. Psychology of Personality, Adjustment and Mental Health
3. Human Growth and Development and Theories of Learning
4. Standardized and Non-Standardized Methods of Pupil Appraisal
5. Theories of Career Development and Uses of Educational and Occupational Information
6. Theories and Techniques of Counseling Including Supervised Practicum in Counseling
7. Counseling Concerning Minority Groups
8. Specialized Techniques for Counseling Young Children (Required for Elementary Counselors)

MASSACHUSETTS

Director, Bureau of Teacher Certification
State Department of Education
182 Tremout Street
Boston, Massachusetts 02111

Certification

State Teacher's Certificate for Plan A, not for Plan B

Degree

Bachelor's or Higher

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

Twenty-seven semester hours in specified fields (Plan A) below: or have a Master's in Guidance and Counseling (Plan B)

Supervised Guidance Experience

Supervised Practicum in a school setting

Course Work

1. Principles and Practices of Guidance (Introduction to Pupil Personnel Services)
2. Counseling Theory and Practice
3. Group Psychological Testing
4. Educational or Occupational Information or Guidance in Elementary Schools
5. Practicum in Guidance and/or Counseling
6. Behavioral Sciences

NOTE: Guidance Director is also certified. Must have:

Counselor's certificate and six semester hours selected from:

1. Organization and Administration of Guidance Services
2. Pupil Personnel Services
3. Personnel Administration and Supervision

MICHIGAN

Teacher Certification
Michigan Department of Education
Post Office Box 420
Lansing, Michigan 48902

Certification

State Teacher's Certificate

Degree

Bachelor's (However, almost 100% have M.A. degrees)

Teaching Experience

None

Other Work Experience

None

* Credit Hours in Guidance

Eighteen semester hours

Supervised Guidance Experience

Laboratory, Practicum, or Internship

Course Work

1. Guidance Services -- Philosophy, Principles, Practices
2. Individual and Group Analysis -- Nature and Range of Human Characteristics, Appraisal Methods
3. Guidance Information -- Vocational Development Theory, Educational and Occupational Information
4. Counseling Theory and Practice -- Individual and Group Procedures, Administration and Coordination Relationships, Professional Relationships and Ethics
5. Evaluation -- Statistics and Research Methodology, Follow-Up Evaluation, Measurement Methods

* Twelve hours and one year of Counseling experience if it was prior to July 1, 1971

MINNESOTA

Department of Education
State of Minnesota
631 Capitol Square Building
Saint Paul, Minnesota 55101

Certification

State Teacher's Certificate (Based on Bachelor's Degree)

Degree

Master's or Equivalent (45 Quarter Hours in Graduate Work beyond the Bachelor's Degree. Graduate hours in the eight areas listed below)

Teaching Experience

One year (minimum)

Other Work Experience

One year cumulated (minimum)

Credit Hours in Guidance

Twenty-four semester hours

Supervised Guidance Experience

Practicum

Course Work - From the following areas, no more than six credits may have been taken as an undergraduate.

1. Principles and Practices in Guidance
2. Personality Structure and Mental Hygiene
3. Measurement and Research Methods
4. Appraisal Techniques
5. Occupational and Training Information and Materials
6. Counseling Procedures
7. Practice in Guidance and Counseling

At Least one course shall be chosen from the following areas:

8. Group Guidance; or
   Organization and Administration of Guidance Services; or
   Psychology of Learning

MISSISSIPPI

State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

Certification

State Teacher's Certificate

Degree

Master's

* Teaching Experience

Two years or one year of teaching plus one year Counseling experience.

Other Work Experience

None

Credit Hours in Guidance

Eighteen semester or twenty-four quarter hours

Supervised Guidance

Practicum

Course Work

1. Organization and Administration of Guidance Program
2. Individual Analysis (including group testing)
3. Educational and Occupational Information
4. Counseling Processes
5. Supervised Practice in Counseling

* On a one year renewal tenure, one year teaching experience.

MISSOURI

Director, Guidance Services
State Department of Education
Division of Public Schools
Jefferson Building
Post Office Box 480
Jefferson City, Missouri 65101

Certification - Counselor Certificate

State Teacher's Certificate

Degree

Master's

Teaching Experience

Two years

Other Work Experience

One year cumulated (secondary only)

Credit Hours in Guidance

Twenty-five semester hours

Supervised Guidance Experience

Practicum (Required minimum - five semester hours)

Course Work

Elementary Counselor:
Minimum - 25 semester hours required in first four areas, remainder of course work may be in area 5.

1. Psychological Foundations (minimum 6 semester hours with at least one course in each of the following):
   a. Learning
   b. Adjustment
   c. Development
2. Appraisal: Evaluation and Interpretation (minimum 6 semester hours)
   a. Individual Abilities and Aptitudes
   b. Educational Development (assessment, diagnosis, prognosis)
   c. Personal Social Development

3. Guidance and Counseling (minimum 5 semester hours)

   a. Foundations
   b. Counseling methods (Procedures for Behavioral change)

4. Practicum (minimum 5 semester hours)

5. Other (Additional courses required for an applicant by the training institution)

Secondary Counselor:

1. Principles and practices of the Guidance program
2. Occupational and Educational Information
3. Mental health
4. Counseling theory and methods
5. Analysis of the individual student
6. Group and individual measurement (a course in group testing and a course in individual testing are minimum requirements for the measurement area)
7. Supervised Counseling experience

NOTE: A two-year temporary certificate and a professional certificate are also issued:

Two-Year Temporary Certificate: This certificate is issued upon the basis of completion courses in four of the seven areas required for the Counselor Certificate. This certificate is issued for a period of two years and is not renewable. In order to complete valid certification, the holder must, during the two-year period, complete the requirements for the Counselor Certificate.

Professional Certificate: This certificate is issued upon the completion of fifteen semester hours of additional training beyond the requirements for the Counselor Certificate in such areas as Advanced Statistics; Methods of Research; Group Procedures; Community Surveys; Advanced Techniques and Theories in Counseling and Testing; and Special Investigations in Guidance. In addition, three years of regularly scheduled counseling experience are required.

MONTANA

Supervisor, Guidance and Counseling Department
Office of the Superintendent of Public Instruction
State of Montana
Helena, Montana 59601

Certification

State Teacher's Certificate (Professional, Standard, or Provisional)

Degree

Bachelor's

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

1. College approved major or minor of at least 30 quarter (20 semester) credits required for endorsement on a teaching certificate.

2. Thirty quarter (20 semester) credits in guidance are required to meet Standards for Accreditation of Montana Schools.

Course Work

1. College approved program for endorsement.

2. The following list is used as a guideline to determine 30 quarter (20 semester) hours for guidance counselors not endorsed.

Principles of Guidance	Abnormal Psychology
Guidance in the Elementary School	Psychology of Personality
Guidance in the Secondary School	Child and Adol. Psychology
Counseling Theories	Individual Measurements
Educational Measurements	Case Study Techniques
Psychological Tests	Organization and Admin. of Guid.
Counseling Practicum	Internship
Group Guidance	Learning Theories
Career Development	Advanced Educational Psychology
Occupational Information	Other similar courses

NEBRASKA

Administrator, Student Personnel Services
Department of Education
233 South Tenth Street
Lincoln, Nebraska 68508

Certification

Teacher's or Service Certificate

Degree

Bachelor's

Teaching Experience

One year

Other Work Experience

None

Credit Hours in Guidance

Twenty-four semester hours at Graduate level

Supervised Guidance Experience

Practicum

Course Work

1. Counseling Techniques
2. Principles and Practices of Guidance
3. Tests and Measurements
4. Educational and Occupational Information
5. Organization and Administration of Guidance
6. Counseling Practicum
7. Group Guidance
8. Guidance in the Elementary School
9. Educational Statistics
10. Individual Mental Measurements
11. Guidance Seminar

NEVADA

Department of Education
400 West King Street
Carson City, Nevada 89701

Certification

Teacher's Certification in level of teaching elementary or secondary school

Degree

Bachelor's

Teaching Experience

One year

Other Work Experience

None for elementary school; twelve months cumulative work experience for secondary school

Credit Hours in Guidance

Eighteen semester hours; twelve of which must be at Graduate level

* Supervised Guidance Experience

Three months verified full-time experience under academic supervision in a public school situation in social services, psychological services, health services or speech correction

Course Work

1. Principles and Practices in Guidance Counseling
2. Individual Analysis and Assessment
3. Group Procedure in Guidance and Counseling
4. Techniques in Counseling
5. Educational and Occupational Information

* 6. Practicum in Supervised Counseling

* NOTE: Two years verified public school counseling experience at the appropriate level prior to June 30, 1970. May be accepted in lieu of practicum or provisional certification. May be granted with one year allowed for renewal or waived if person serves one year under direction and supervision of a regularly certified counselor.

NEW HAMPSHIRE

Director of Teacher Certification
State Department of Education
410 State House Annex, 4th Floor
Concord, New Hampshire 03301

Certification

Not specified

Degree

Not specified

Teaching Experience

Not specified

Other Work Experience

Not specified

Credit Hours in Guidance

Have completed a State Board of Education approved program in guidance/counseling at the graduate level

Supervised Guidance Experience

Not specified

Course Work

Not specified

NEW JERSEY

Coordinator, Guidance, Counseling and Testing
Branch of Special Education and Pupil Personnel Services
State Department of Education
225 West State Street
Post Office Box 2019
Trenton, New Jersey 08625

Certification

State Teacher's Certificate

Degree

Bachelor's plus thirty semester hour credits of post-baccalaureate work as listed below

Teaching Experience

One year

Other Work Experience

None

Credit Hours in Guidance

Nine credit hours

Supervised Guidance Experience

None

Course Work

Thirty hours in the following areas, including study in each starred (*) field:

1. Guidance and Counseling (minimum of six semester hours)
   * a. Theory and Procedures in Individual and Group Guidance
   * b. Counseling and Interviewing Techniques
   * c. Vocational Guidance, Occupational and Educational Information, and Placement
2. Testing and Evaluation (Minimum of three semester hours)
3. Psychology (Minimum of six semester hours)
   Child and Adolescent Development, Psychology of Exceptional Children, Psychology of Learning, Child and Youth Study
4. Sociological Foundations (Minimum of six semester hours)

* a. Community Agencies, Organization and Resources
  b. Educational Sociology
  c. Social Problems, Juvenile Delinquency, Law, The Family
  d. Urban Sociology

5. Electives in such areas as curriculum development, program planning, guidance, psychology, measurement, vocational education, learning disabilities, human relations, group process theory and procedures, labor and industrial relations, and research techniques and interpretation.

* Provisional certificate available

NOTE: This certificate is presently being presented for amendment.

Director of Guidance Services
New Mexico Department of Education
Capitol Building
Santa Fe, New Mexico 87503

The outline of areas listed below is to serve as a guide for planning and approving secondary counseling programs. Institutions electing not to have their graduates certify under the "Approved Program Approach to School Counselor Certification" must meet the following requirements: The holder of this certificate would be eligible for an assignment in secondary school counseling. Any person who is currently certified as a school counselor will automatically meet the requirements for the secondary school counselor certificate.

The outline of areas of preparation given below is for the "Four Year Secondary School Counselor Certificate." There is also a Professional Secondary School Counselor Licensure (not given in this presentation):

Certification

VALID teaching certificate. There are exceptions to this requirement which are specified in detail in the state booklet on certification requirements.

Degree

Bachelor's Degree

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

Twenty-four (24) hours of graduate work as specified below

Supervised Guidance Experience

Practicum or Supervised experience at the secondary level

Course Work

1. a. Credit must include three (3) or more semester hours in practicum or supervised experience at the secondary level.
   b. A career development course to include: a workshop experience in vocational skills, planned field experience in business/industry/labor or documented work experience.

2. The remaining credit must be distributed over the following areas with a minimum of three (3) areas represented:

   a. Theory, Philosophy, and Principles of Guidance
   b. Psychological appraisal of the Individual
   c. Career Development Beyond the one required above
   d. Techniques of Guidance and Counseling with Secondary Emphasis
   e. Group Procedures
   f. Research Methods of Study

NOTE: There is also a Four Year Elementary School Certificate and a professional elementary school counselor licensure available. These are discussed in the state booklet.

NEW YORK

Division of Teacher Education and Certification
The University of the State of New York
State Department of Education
Albany, New York 12234

Concerning preparation, New York has two alternate plans. One concerns "completion of an approved program registered and/or approved by the state. (The form of the certificate -- provisional -- valid for five years from the date of issuance or permanent -- to be recommended and issued, will be determined by the recommending institution upon approval of the Department)." The other preparation alternative is presented below. It is for the provisional certificate only, although there are permanent certificate preparation requirements also available.

-- PROVISIONAL CERTIFICATE --

Certification

Not specified

Degree

Baccalaureate degree

Teaching Experience

None

Other Work Experience

None

Credit Hours in Guidance

Thirty graduate semester hours

Supervised Guidance Experience

"Supervised practice experience" at the graduate level

Course Work

Not specified, except for the required practicum

NOTE: There is counselor licensing in the cities of New York and Buffalo. There are also guidance supervisors certificates.

NORTH CAROLINA

Director, Division of Certification
State Department of Education
Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

North Carolina no longer certifies based on courses and hours. (This is true in counselor education and all other areas). Rather, the state requires the completion of a program in this state that has been approved by the State Board of Education. The institution plans the program in terms of the guidelines, presents the program for approval; then graduates of the program are certified based on the written recommendation of the preparing institution. If an individual completes a program outside of North Carolina, reciprocity applies. It is necessary therefore that an individual complete an approved program in North Carolina or a program of preparation in some other state that is recognized by that state.

NORTH DAKOTA

Director of Guidance Services
Department of Education
State Department of Public Instruction
Bismarck, North Dakota 58505

Certification Standards are in the process of being revised

Certification

A valid North Dakota first grade professional teaching certificate

Degree

Bachelor's plus twenty-four semester hours or thirty-six quarter hours of professional courses as listed below

Teaching Experience

Two years

Other Work Experience

One year

Credit Hours in Guidance

Twenty-four semester hours or thirty-six quarter hours

Supervised Guidance Experience

Practicum

Course Work

A minimum of twenty-four semester hours or thirty-six quarter hours of professional courses distributed among each of the areas listed below, six semester or nine quarter hours of which must be in supervised practicum. (The course, Principles and Practices in Guidance, may be taken as an undergraduate).

1. Principles and Practices in Guidance
2. Personality Structure
3. Analysis of the Individual
4. Group Techniques in Guidance
5. Educational and Occupational Information
6. Counseling Techniques
7. Supervised Counseling
8. Organization and Administration of Guidance Services
9. Research methods

A standard counseling certificate is available with fewer requirements.

OHIO

Coordinator, Division of Guidance and Testing
Department of Education
65 South Front Street - Room 1005
Columbus, Ohio 43215

Certification

State Teacher's Certificate

Degree

Master's from an approved college or university

Teaching Experience

One year

Other Work Experience

One year (plus one additional year of either teaching or non-teaching experience in addition to this requirement and the one above)

Credit Hours in Guidance

Twenty-four (24) semester of graduate credit

Supervised Guidance Experience

Twenty-seven (27) months

Course Work

For a Provisional Certificate and a Master's degree, a total of twenty-four (24) semester hours (thirty-six quarter hours) of graduate work is required that is well distributed over the following areas:

1. Guidance (Principles and Practices, Administration of guidance or of pupil personnel programs)
2. Human Development (Career, Personal and Social Development of Children and Youth as related to Educational and Vocational Maturity)
3. Individual and Group Appraisal (Statistics, Guidance Testing, and Case Study Procedures)
4. Counseling (Principles, Theory, and Procedure)
5. Group Methods in Guidance and Counseling
6. Guidance Information (Educational-Occupational Information, School and Community Resources, and Survey of Vocational Education)
7. Practicum

In addition to the previously stated requirements, the applicant for the professional certificate must have an additional fifteen semester hours (twenty-three quarter hours) of graduate work in Guidance and Counseling.

A provisional school counselor's certificate may be renewed at expiration upon evidence of satisfactory experience as a teacher or school counselor and upon evidence of the completion of six semester hours (nine quarter hours) of graduate work in guidance and counseling beyond the minimum course requirements for the provisional certificate.

A professional school counselor's certificate may be renewed at expiration upon evidence of satisfactory experience as a school counselor.

A professional school counselor's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a school counselor under the professional school counselor's certificate and upon evidence of continued professional growth.

OKLAHOMA

Administrator, Teacher Certification Section
State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, Oklahoma 73105

Certification

A valid Oklahoma standard or life teaching certificate (completing at least eight semester hours of this program within the past five years)

Degree

Master's with twenty-two (22) semester hours of course work

Teaching Experience

Two years

Other Work Experience

Twelve months (Work experience in the armed forces or as a teacher or as an employee of one's parents is not acceptable. This requirement shall be waived for any person who has a minimum of three years experience as a school counselor or who has served as a school counselor during the year 1954-1955.)

Supervised Guidance Experience

One year plus practicum

* Course Work for Standard Counseling Certificate

1. Six semester hours of American History and Government
2. Twenty-two semester hours of graduate work distributed as follows:
   A. Basic guidance courses, twelve semester hours distributed so as to include work in the following areas:
      1) Principles and Administration of Guidance
      2) Techniques of Counseling
      3) Vocational Information
      4) Counseling Practicum
   B. Curriculum Construction, two semester hours
   C. Educational and/or Psychological Measurement, three semester hours
   D. Growth, Development, Learning, and Adjustment, five semester hours

* After July 1, 1976, a course in Psychology for Exceptional Children is required for any Standard Certificate issued.

Course Work for Professional School Counselor's Certificate

Formal admission to graduate study in an approved program for the certificate and the completion of thirty (30) semester hours of graduate work in counseling and other work appropriate to school counseling beyond such work as is required for the standard school counselor's certificate. This level of certification is not required for practicing as a counselor in Oklahoma.

A. The thirty (30) semester hours of graduate study required for the certificate should be divided as follows:

1. Approximately 12-18 semester hours of planned experiences and study closely related to the students job situation such as:

   a. Internship experiences supervised by qualified personnel and under the direction of the preparing institution.
   b. Follow-up studies.
   c. Research on effectiveness of guidance programs.
   d. Study of the world of work through contacts with industry and/or Vocational technical schools.
   e. Contacts with Juvenile Courts and/or other community agencies working with youth.

2. Approximately 12-18 semester hours of didactic study in psychology, sociology, education and/or guidance as these seem appropriate for the needs of the student. It would be desirable to plan programs so that there would be a close relationship between the applied aspects of the program and the didactic study. The following course titles might illustrate college offerings related to topics of study under category (a) in the above.

   a. Career Development Theory - as related to the world of work and the counselor's role.
   b. Research design - applications for follow-up studies and evaluation of guidance programs.
   c. Anthropology
   d. Group Guidance Techniques
   e. Personality Theory
   f. Social Organizations

3. Related areas: 0-6 semester hours additional appropriate and cognate courses may be selected from areas of study such as public relations, human ecology, administration, etc.

OREGON

Director, Student Services
Teacher Standards and Practices Commission
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

NOTE: The requirements below are for the "Basic Personnel Service" Certificate (a beginning certificate good for three years, which is renewable). There is also a more advanced "Standard Personnel Certificate" which has more advanced requirements.

Certification

Holds or is eligible to hold a "Basic" or "Standard" teaching certificate.

Degree

Bachelor's

Teaching Experience

Two years

Other Work Experience

None

Credit Hours in Guidance

Has completed an "Approved personnel service preparation program"
Has completed one of the basic endorsements established by the "Teacher Standards and Practices Commission for Personnel Services"

Course Work

Twenty-four (24) quarter hours to include:

1. Basic Principles of Guidance
2. Educational, Occupational, Social, and Personal Information
3. Counseling Techniques
4. The Individual
5. School Programs and the Community
6. Research and Measurements
7. Supervised counseling experience (practicum)

PENNSYLVANIA

Chief, Division of Pupil Personnel Services
Pennsylvania State Department of Education
Box 911
Harrisburg, Pennsylvania 17126

The certificate for a guidance counselor permits the holder to serve as a guidance counselor, elementary or secondary, appropriate to the pre-service preparation program completed by the candidate. Inquiries as to the specific program prerequisite should be addressed to the preparing institution.

Out of State Candidates

Applications originating from sources other than approved programs in Pennsylvania institutions are submitted on Form DEHE 280, requiring the recommendation of the preparing institution as well as all credentials necessary to verify qualifications for certification (official transcripts and experience). Request for application forms should be made to the Division of Professional Certification, Bureau of Teacher Certification, Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

RHODE ISLAND

Consultant, Teacher Certification
State of Rhode Island and
Providence Plantations
Department of Education
199 Promenade Street
Providence, Rhode Island 02908

For the Provisional Certificate:

Certification

Eligibility for a Rhode Island teacher's certificate

Degree

Bachelor's degree

Teaching Experience

Not specified

Other Work Experience

None

Credit Hours in Guidance

Twenty-four (24) semester hours in guidance, counseling, and related disciplines.

Supervised Guidance Experience

Not specified

Course Work

Not specified

NOTE: A "Professional" certificate is also available

SOUTH CAROLINA

Guidance Consultant
State Department of Education
Rutledge Office Building - Room 916
Columbia, South Carolina 29201

South Carolina certified counselors in the following five categories:

Elementary School Guidance Counselor
Secondary School Associate Guidance Counselor
Secondary School Guidance Counselor (Option 1)
Secondary School Guidance Counselor (Option 2)
Secondary School Guidance Counselor - Advanced

Only the first two categories of certification are presented below:

Elementary School Guidance Counselor

Certification

Valid teacher's certificate with grade A or B or Professional Certificate. Health Certificate

Degree

Bachelor's degree

Teaching Experience

Not required

Other Work Experience

None

Credit Hours in Guidance

Eighteen to twenty-one graduate semester hours as specified

Supervised Guidance Experience

Practicum

Course Work

Eighteen to twenty-one graduate semester hours as follows:

1.	Basic course in Guidance (Principles)	3 sem. hrs.
2.	Child Growth and Development (3 hours devoted to growth and development in social, physical, mental, and emotional areas and their interrelationships and	6 sem. hrs.

another 3 hours devoted to application of these basic principles to the educational process involving all areas of school program.

3. Appraisal of the Individual (3 hours devoted to group testing in areas of ability, achievement, and interests and 3 hours devoted to individual testing. — 6 sem. hrs.
4. Counseling Techniques (emphasis on counseling pre-school, junior high age, as well as parents and others; individual and group counseling — 3 sem. hrs.
5. Practicum — 3 sem. hrs.

Secondary School Associate Guidance Counselor

Certification

Bachelor's Degree - Guidance Counselor

Degree

Bachelor's Degree

Teaching Experience

Not required

Other Work Experience

None

Credit Hours in Guidance

Twenty-one (21) hours in Guidance and Education

Supervised Guidance Experience

Supervised Practicum and Internship (a full semester)

Course Work

In addition to specified general education (42-45 semester hours), psychology (9 semester hours), and Social Studies (6 semester hours), these are required:

Principles and Philosophy of Education — 3 sem. hrs.

Basic Guidance Course — 3 sem. hrs.

Vocational and Occupational Information	3 sem. hrs.
Appraisal of the Individual	3 sem. hrs.
Introduction to Counseling	3 sem. hrs.
Supervised Practicum and Internship	6 sem. hrs.

NOTE: In addition to the above requirements, those desiring the Secondary School Associate Guidance Counselor certificate must have a composite National Teacher Exam score of 975 with a minimum of 450 on the Common Exam and 450 on the Teaching Area Exam.

SOUTH DAKOTA

Division of Elementary and Secondary Education
Guidance and Counseling Services
State Office Building #3
Pierre, South Dakota 57501

Certification

State Teacher's Certificate

Degree

Master's

Teaching Experience

One year

Other Work Experience

None

Credit Hours in Guidance

Twenty-four semester hours

Supervised Guidance Experience

Practicum

Course Work *(At least two semester hours in each of the five areas listed below)

*1. Techniques in Counseling
*2. Understanding the Individual
*3. Organization and Administration of Guidance program
*4. Occupational Information
5. Tests and Measurements
6. Individual Analysis and Appraisal
7. Mental Health
*8. Supervised Counseling Experience
9. Statistics
10. Group Guidance
11. Individual Testing
12. Social Case Work

Alternate Program for Receiving Counselor Certificate (No teaching certificate nor teaching experience required.)

An applicant may receive this endorsement by completing an approved Master's Degree program in Guidance and Counseling and completing 500 clock hours of internship in an elementary and secondary school, or a combination, under the supervision of a certified counselor and a counselor educator.

TENNESSEE

State Department of Education
Division of School System
Management and Planning
111 Cordell Hull Building
Nashville, Tennessee 37219

Certification

Not specified

Degree

Not specified

Teaching Experience

Not specified

Other Work Experience

Not specified

Credit Hours in Guidance

Not specified

Supervised Guidance Experience

Practicum

Course Work

Not specified

NOTE: Tennessee graduates are expected to have accomplished specified competencies in their academic training. Tennessee universities verify these competencies.

An applicant from out-of-state programs who has either completed an NCATE-approved counselor education program or who has obtained certification as a counselor in a state with which Tennessee has reciprocity agreements will receive certification as a school counselor in Tennessee.

There is also a Certification for "Guidance Associate".

TEXAS

Texas Education Agency
Title III, ESEA and Division
of Guidance Services
201 East 11th Street
Austin, Texas 78701

Certification

State Teacher's Certificate

Degree

Bachelor's - but almost all counselors complete Master's degree as part of preparation program

Teaching Experience

Three years

Other Work Experience

None - except for counselors specifically assigned to vocational evaluation programs

Credit Hours in Guidance

Thirty to thirty-six hours depending upon training institution

Supervised Guidance Experience

Practicum or internship included as part of all preparation programs

Course Work

1. Principles, Philosophy, Organization, and Services of the Guidance Programs
2. Understanding of the Physical, Intellectual, Social and Emotional Development of Children and Youth
3. Courses in related resource areas

NOTE: Plans for certification based on demonstrated performance competencies are being implemented. Three colleges will initiate experimental programs of this kind in September, 1976.

Coordinator, Division of Instructional
Support Services
Utah State Board of Education
250 East Fifth South Street
Salt Lake City, Utah 84111

BASIC PROFESSIONAL CERTIFICATE (Good for 3 or 5 years)

Certification

State Teacher's Certificate

Degree

B.S. degree plus 24 quarter hours of approved counselor education courses

Teaching Experience

Two years of approved educational experience

Other Work Experience

None

Credit Hours in Guidance Area (See course work)

Twenty-four (24) quarter hours (all graduate)

Supervised Guidance Experience

Lab, practicum, or internship

Course Work

1. Philosophy, Organization, and Administrative Relationships
2. Appraising and Understanding the Individual
3. The Counseling Relationship
4. Group Procedures in Counseling and Guidance
5. Vocational Development Theory
6. Statistics and Research Methodology
7. Supervised experience: lab, practicum, or internship

PROFESSIONAL CERTIFICATE

Must have a teaching certificate or a prior-approved internship under the supervision of a professional counselor. Must have a Master's degree or 55 quarter hours of approved counselor education courses. No teaching experience or other work experience are required. The credit hours in Guidance is 55. The supervised guidance experience is a Practicum plus three years as a school counselor and the course work is the same as the basic in addition to a Supervised counseling practicum.

VERMONT

Consultant
Pupil Personnel Services
Department of Education
Montpelier, Vermont 05602

Certification

No teaching certificate required

Degree

Master's in Counseling and Guidance

Teaching Experience

None

Other Work Experience

One year in non-educational fields

Credit Hours in Guidance

Not specified: based upon areas of competence

Supervised Guidance Experience

Two years

Course Work

Not specified (approved guidance and counseling program): based upon standards of competence in specified areas

VIRGINIA

Supervisor, Guidance Services
State Department of Education
9th Street Office Building
Richmond, Virginia 23220

Certification

Not specified

Degree

Master's

Teaching Experience

One year or more in a "professional school position"

Other Work Experience

None

Credit Hours in Guidance

Not specified

Supervised Guidance Experience

"Supervised experience discharging the duties of a counselor"

Course Work

1. Principles and Philosophy of Guidance and other Pupil Personnel Services
2. Counseling Theory and Practice
3. Educational and Psychological Measurement
4. Personal, Social, Educational, and Career Development, including the use of vocational and educational information.
5. Understanding the Individual--the nature and range of human characteristics
6. Group Processes
7. Supervised experience discharging the duties of a counselor
   Note: Applicants for endorsement who hold a valid certificate and who submit evidence of one academic year of successful, full-time experience as a guidance counselor at appropriate level may substitute another appropriate graduate course for the supervised experience.

NOTE: The applicant for endorsement as an elementary guidance counselor shall have completed a graduate course in Elementary School Guidance and have completed one year in a professional Elementary School position and shall have completed Item 7 (under course work above) in an elementary school setting.

WASHINGTON

Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Certification

A consortium of agencies (college/university, school district, and general and specialized associations) will determine role and competencies needed. The person desiring certification will complete a preparation program aimed at developing those competencies and will have to demonstrate criterion levels of performance before being recommended for certification. Three levels of certification will be possible: preparatory, initial, and continuing. The preparatory and initial certificates are valid for limited periods of time.

Degree

No universal degree requirements

Teaching Experience

No universal teaching requirements

Other Work Experience

None

Credit Hours in Guidance

Not specified

Supervised Guidance Experience

Almost all preparation will be supervised and much of it will be field centered since counselors must demonstrate competencies by performance and much contact with real settings and personnel is automatic.

Course Work

Knowledges will be identified as competencies and persons will be expected to demonstrate criterion levels of knowledge, application, comprehension, etc.

Principles basic to the new standards are:

1. Preparation should be related to performance and performance related to the objectives of the professional and his clients
2. Preparation should be individualized and give recognition to personal style
3. Preparation programs should be planned and developed in a participatory manner by those affected
4. Prepataion is a career-long, continuing process

WEST VIRGINIA

Division of Special Education and
Student Support Systems
West Virginia Department of Education
Capitol Complex #6, Room B-057
Charleston, West Virginia 25305

Certification

Counselor Endorsement on Professional Teacher's Certification

Degree

Master's

Teaching Experience

Two years of successful educational experience in teaching and/or guidance and counseling

Other Work Experience

None

Credit Hours in Guidance

Twenty-four semester hours

Supervised Guidance Experience

Practicum

Course Work

At least one course in each of the following:

1. Principles of Guidance
2. Individual Inventory
3. Counseling (including practicum)
4. Environmental Information
5. Psychology
6. Research

NOTE: Changes are expected in 1976.

WISCONSIN

Consultant, Counseling and
Guidance Services
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

These requirements are for the "Provisional" school counselor (a five-year non-renewable credential):

Certification

*Bachelor's degree. Eligibility for a current Wisconsin teaching certificate

Degree

None

Teaching Experience

*Two years

Other Work Experience

None

Credit Hours in Guidance

Eighteen hours

Course Work (Competence areas)

Eighteen semester hours of graduate credit in education and guidance in all of these competency areas:

1. Understanding of the psycho-social functions of individual and group behavior, including the structure of personality, human development, and the teaching-learning process.
2. Understanding of the philosophy, purposes, and structure of the total school enterprise, with special reference to the goals and services involved in guidance, pupil personnel, and curricular programs.
3. Ability to develop staff relationships which will implement guidance services effectively.
4. Understanding of and ability to engage in individual counseling processes and relationships. Must include practicum experience.

5. Understanding of and ability to engage in small group processes and relationships.
6. Knowledge of individual career development and of the social, educational, and vocational milieu, and the ability to use this knowledge effectively in the school guidance program.

* The state superintendent may approve experimental programs based on completion of a master's degree in guidance and counseling and including completion of a full-time one year elementary or secondary school counseling internship. The state superintendent, at his or her discretion, may waive the teacher certification and two year teaching experience requirements in the approval of such experimental programs.

NOTE: This option requires prior approval of the state superintendent.

The requirements for counselor certification may be amended soon.

These requirements are for the "Professional" school counselor (a five-year renewable credential):

Certification

Eligibility for the Provisional school counselor certificate

Degree

A Master's degree in counseling and guidance; or
30 semester hours of graduate credit appropriate to professional school counseling and guidance

Other Work Experience

One year of accumulated work experience since high school graduation in fields other than education

Supervised Guidance Experience

Two years of successful experience as a school counselor in an assigned position of at least half-time

Course Work (Competence areas)

1. Ability to organize and administer guidance services effectively
2. Knowledge of other pupil personnel and community resources
3. Ability to analyze and synthesize data pertinent to both individual and group behavior
4. Ability to interpret relevant pupil personnel research to perform action research to improve practices

Professional School Counselor - Life Certificate

For the unlimited (life) certificate, the applicant must have completed and/or possess:

A. the Professional School Counselor Certificate

B. have completed an additional 18 semester hours of graduate credit beyond the course work requirements for the professional level licensure. Credits should be arranged in a logical program of specialization in counseling and guidance. The program must have prior approval of the state superintendent or be completed in a university having a Department of Public Instruction approved program leading to professional school counselor life certification.

WYOMING

Director, Curricular Services Unit
State Department of Education
State Office Building, West
Cheyenne, Wyoming 82002

The requirements for the "Initial Certificate" are:

Certification

Eligibility for Initial Teaching Certificate

Degree

Master's degree in guidance

Teaching Experience

a. Two years; or
b. One year of teaching plus one year of counseling experience; or
c. One year of counseling experience plus an advanced internship or practicum experience in a school setting of at least ten (10) semester hours of work in an approved program of counselor education in an accredited teacher education program.

Other Work Experience

One (1) calendar year of work experience outside the field of education or the completion of a course in the philosophy of vocational education.

Credit Hours in Guidance

Not specified

Supervised Guidance Experience

Not specified

Course Work

Not specified

Besides the "Initial Certificate", there are also the "Standard Certificates" and the "Professional Certificate".

Certification Requirements may be updated soon.

TRENDS AND PROJECTIONS

As indicated earlier, counselor certification requirements are apparently in a constant state of flux. Most research conducted in this area was made either by professional organizations or governmental agencies. All reporting, however, indicate a constant move on the part of each state to establish specific certification requirements.

Probably one of the earliest studies was completed in 1954 by the National Association of Secondary School Principals. Their 1954 Bulletin reported that twenty-one states had certification requirements. By 1957, U.S. Department of Health, Education and Welfare Bulletin, No. 22, Guidance Workers Certification Requirements indicated that thirty-one states had established requirements for school counselors. In 1960 Crow and Crow in their book, An Introduction to Guidance, indicated that forty-one states had established certification requirements. By 1967 the H.E.W. Bulletin Certification Requirements for School Pupil Personnel Workers indicated that all fifty states had specified counselor certification requirements.

As indicated, this is the third revision of a study first completed in 1967. The data collected in these three studies furnish information relative to some of the changes which have taken place in the requirements for counselor certification since 1967.

COMPARISON OF COUNSELOR CERTIFICATION REQUIREMENTS
IN THE UNITED STATES
1967 - 1972 - 1976

Requirements	No. of States Requiring 1967	No. of States Requiring 1972	No. of States Requiring 1976
Teacher Certification	50	43	35
Teaching Experience	46	37	26
Work Experience	21	16	16
Bachelor's Degree	18	10	10
Master's Degree	33	36	34
Practicum	25	36	40
Specific Course Work	50	43	39

A study of the figures presented in this table indicate some definite trends in counselor certification requirements.

In 1967 all states required teacher certification as a pre-requisite for counselor certification. By 1972, only five years later, eight states had deleted this requirement and by 1976 only 35 states still required teacher certification. During this same period, other significant trends emerged. These include emphasis on a Master's degree program, the requirement of a practicum or supervised guidance experience as part of the training program, and an increased emphasis upon graduate level training for counselor preparation.

These changes taken in isolation might lead to many different conclusions. When viewed in concert with the changes taking place in the counselor's role, they lead to the conclusion that certification requirements are sensitive to the training and skills needed by today's school counselor. Teacher certification and teaching experience are required less for a variety of reasons. The fact that there is no evidence to support this requirement is often posited. In addition, alternative ways of gaining relevant school experience are available and may be at least as effective. (see Dilley, et al, Counselor Education and Supervision 13 (1), 24-29).

Another decided change in certification is the identification of specified course work being required. In 1967 fifty states specified courses required for certification. By 1972 this figure had changed to forty-three and now, 1976, only 39 states are concerned about the courses involved in the training process.

This apparent decrease in control of courses used in the training programs should not be construed as lethargy on the part of the state certifying agencies, rather it strongly suggests the need for a training program which includes

developing the individuals' potential to perform as a professional in his counseling role. Emphasis is shifted to competent performance. In some states, training programs of the universities are state approved and the universities share responsibility for certifying the competences of the applicant.

An example of emphasis on competence instead of courses may be gleaned from the certification standards adopted by the Washington State Board of Education. Principles basic to the standards are:

1. Preparation should be related to performance and performance related to the objectives of the professional and his clients.

2. Preparation should be individualized and give recognition to personal styles.

3. Preparation programs should be planned and developed in a participatory manner by those affected.

4. Preparation is a career-long, continuing process.

While not apparent in the data collected, the Washington certification plan may be a forerunner of plans yet to come. There has been considerable interest among counselor educators and state officials to pursue the possibility of competency based counselor training and certification. Also not revealed through the studies has been a tendency of counselor educators to offer courses and, in some cases, a major in guidance to undergraduates. While not directly related to one another they are alternatives to present assumptions made about requirements for the preparation and certification of counselors.

Most states not identifying specific course work did indicate areas in which training should be given. These included the traditional guidance courses of principles, organization, administration, techniques, educational and occupational information, appraisal, and vocational guidance. In addition,

measurement and research techniques were stressed as well as courses in child growth and development, personality, communication, group process, sociological, anthropological, and other social science disciplines.

The greatest change in certification requirements between 1967 and 1976 was increased emphasis on the practicum or supervised experience requirement. In 1967 only 49 percent of the states required a practicum for certification. By 1976 eighty percent required the practicum indicating an increase of 31 percent during the nine-year period. This increased emphasis on the practicum may be interpreted as an effort on the part of the profession to make training and certification more pragmatic and less theoretical. In addition, by insisting on practicum experiences as a prerequisite for certification, the states are stressing the importance of the ability of the counselor to deal effectively with current student problems.

Projections for the Future.

In summary, there are several projections which deserve consideration. As projections they are the authors' speculations on probable requirements and changes as suggested by the new standards, trends of the past decade, as well evolving concepts in the literature.

1. State departments will continue to be the certifying agency for school counselors, although universities will be sharing in this responsibility.
2. The requirements for school counselor certification will be modified as the role of the counselor adjusts to the changing needs of students and society. Likely changes include:

a. Experience requirements will become more flexible and less specific, i.e., teaching certificates and requirements will be less important than relevant experiences needed by one to become competent.

b. The Master's degree will be the expected degree for persons in the counseling field. There is a trend, however, to base certification on competency rather than degrees. Competency to be determined independently by an external evaluation process. Universities in this case, will be expected to produce training programs adequate for its graduates to pass successfully a competency exam.

c. Entry into counseling may well begin for many at the undergraduate level, or extend into a second year of graduate study involving a paid internship.

d. Training programs and certification requirements will increasingly reflect the influence of accountability through competency based or related systematic approaches to training.

e. Field experiences, practicum, and internships will be even more important in the requirements for persons in counseling.

f. Permanent certificates perse will be supplanted by requirements for periodic continuing professional renewal and re-evaluation.

g. Specific areas of greater emphasis in the future will likely include group and consultation skills using knowledge in areas such as behavior change processes and career guidance for use in teacher and parent work.

h. Elementary counselor certification will receive separate distinction in more states as the number of counselors increases.

3. Certification for persons in non-school institutional settings will evolve as a means of further professionalization for these areas.

4. Reciprocity among the states will continue to improve but slowly due to the continuing autonomy of the states in establishing requirements unique to their systems.